



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Carmel Elementary School

SAU: RSU 87 / MSAD 23

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2010-2011 NCLB Report Card



School: Carmel Elementary School
SAU: RSU 87 / MSAD 23
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	36	36	100	58	61	65	0	58	36	6	36	0
	2009-2010	34	34	100	74	74	73	12	62	15	12	34	0
Female	2008-2009	14	14	100	71	65	70	0	71	29	0		
	2009-2010	12	12	100	67	81	76	8	58	17	17		
Male	2008-2009	22	22	100	50	58	60	0	50	41	9		
	2009-2010	22	22	100	77	68	69	14	64	14	9		
Caucasian/White	2008-2009	36	36	100	58	63	66	0	58	36	6		
	2009-2010	33	33	100	73	75	74	12	61	15	12		
African American/Black	2008-2009	0	0				42						
	2009-2010	0	0				46						
Hispanic	2008-2009	0	0				51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009	0	0				66						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	1	1	100			66						
Economically Disadvantaged	2008-2009	18	18	100	44	55	53	0	44	50	6		
	2009-2010	21	21	100	67	66	62	5	62	14	19		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	10	100	30	23	36	0	30	50	20		
	2009-2010	5	5	100			38						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Carmel Elementary School
SAU: RSU 87 / MSAD 23
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	34	34	100	85	79	71	6	79	15	0	34	0
	2009-2010	36	36	100	53	59	67	17	36	28	19	36	0
Female	2008-2009	19	19	100	89	81	75	11	79	11	0		
	2009-2010	16	16	100	69	69	71	31	38	13	19		
Male	2008-2009	15	15	100	80	77	67	0	80	20	0		
	2009-2010	20	20	100	40	48	63	5	35	40	20		
Caucasian/White	2008-2009	34	34	100	85	79	71	6	79	15	0		
	2009-2010	36	36	100	53	60	68	17	36	28	19		
African American/Black	2008-2009	0	0				53						
	2009-2010	0	0				43						
Hispanic	2008-2009	0	0				66						
	2009-2010	0	0				59						
Asian or Pacific Islander	2008-2009	0	0				71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	15	15	100	80	68	60	0	80	20	0		
	2009-2010	18	18	100	44	55	56	6	39	39	17		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	5	5	100	80	83	43	0	80	20	0		
	2009-2010	11	11	100	27	23	34	9	18	27	45		
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				46						

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2010-2011 NCLB Report Card



School: Carmel Elementary School
SAU: RSU 87 / MSAD 23
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	36	36	100	67	64	70	11	56	28	6	36	0
	2009-2010	34	34	100	50	56	62	6	44	26	24	34	0
Female	2008-2009	14	14	100	79	68	68	14	64	14	7		
	2009-2010	12	12	100	33	56	61	8	25	42	25		
Male	2008-2009	22	22	100	59	61	71	9	50	36	5		
	2009-2010	22	22	100	59	55	63	5	55	18	23		
Caucasian/White	2008-2009	36	36	100	67	66	71	11	56	28	6		
	2009-2010	33	33	100	52	58	63	6	45	24	24		
African American/Black	2008-2009	0	0				45						
	2009-2010	0	0				31						
Hispanic	2008-2009	0	0				50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009	0	0				70						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	1	1	100			54						
Economically Disadvantaged	2008-2009	18	18	100	56	58	58	0	56	39	6		
	2009-2010	21	21	100	38	42	50	10	29	29	33		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	10	10	100	50	38	46	0	50	30	20		
	2009-2010	5	5	100			33						
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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SAU: RSU 87 / MSAD 23
Grade: 04



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Group	Mathematics Assessment Data												
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					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	34	34	100	74	68	66	12	62	26	0	34	0
	2009-2010	36	36	100	50	53	62	11	39	28	22	36	0
Female	2008-2009	19	19	100	79	74	66	11	68	21	0		
	2009-2010	16	16	100	63	57	62	25	38	13	25		
Male	2008-2009	15	15	100	67	62	67	13	53	33	0		
	2009-2010	20	20	100	40	48	63	0	40	40	20		
Caucasian/White	2008-2009	34	34	100	74	68	67	12	62	26	0		
	2009-2010	36	36	100	50	54	63	11	39	28	22		
African American/Black	2008-2009	0	0				46						
	2009-2010	0	0				36						
Hispanic	2008-2009	0	0				61						
	2009-2010	0	0				45						
Asian or Pacific Islander	2008-2009	0	0				68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	15	15	100	80	68	54	0	80	20	0		
	2009-2010	18	18	100	50	52	50	0	50	33	17		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	5	5	100	80	83	41	0	80	20	0		
	2009-2010	11	11	100	27	23	36	0	27	27	45		
Limited English Proficient	2008-2009	0	0				43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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2010-2011 NCLB Report Card



School:	Carmel Elementary School
SAU:	RSU 87 / MSAD 23
Grade:	3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	100 99	99 99	65	68 64	71 69	100	100 99	99 99	51	51 47	63 61	84	90	95
Caucasian/White	100	100 99	99 99	64	69 63	71 69	100	100 99	99 99	51	53 46	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	*	100 100	99 99	59	59 51	60 56	*	100 100	99 99	41	40 44	50 47			
Students with Disabilities	*	* *	97 98	36	32 22	36 28	*	* *	97 98	27	21 23	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	12	2	4	0	0	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>